

# NARROGIN SENIOR HIGH SCHOOL



## Senior School Pathways



2021

# NARROGIN SENIOR HIGH SCHOOL

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# NARROGIN SENIOR HIGH SCHOOL

‘School of Choice’

## PRINCIPAL’S WELCOME

Making your choice of Senior School courses is an important step towards determining your future pathway. As parents and students you are about to go on a journey in which you should ask many questions of yourselves and gain advice from others to ensure that you make informed decisions about what pathway is right for you. It is both exciting and overwhelming. We look forward to supporting you on that journey. Individual care for students to ensure they “Advance with Integrity” is at the core of how we work at Narrogin Senior High School.

We ask that our Year 10 students and their parents look closely at the information in this book so that informed and realistic decisions are made for their Senior School years.

This book contains information to help you to decide which pathway to take after Year 10. It is essential that you select a program which provides you with:

- A likelihood of success.
- Opportunities to enter employment, training or higher education in your preferred career.

Before selecting courses students, with their parents’ assistance, should:

- Seek advice from their teachers and seriously consider their recommendations.
- Consider their academic performance in Lower School courses including National Assessment Program for Literacy and Numeracy (NAPLAN) and Online Literacy and Numeracy Assessment (OLNA) results.
- Become informed about what is required for entry into post-secondary education or training – Australian Tertiary Admission Rank (ATAR) minimum scores for entry into courses at various Western Australian universities or results required to gain entry into Registered Training Organisations such as TAFEWA.
- Consider how much personal satisfaction and enjoyment you have gained from the subjects you undertook in Lower School. You are more likely to have success in subjects that you enjoy.
- Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

Students and their parents/carers will be invited to make and attend a course counselling interview. These interviews are the opportunity to receive specific information about the Senior School courses offered by Narrogin Senior High School. It is essential that parents and students attend a course counselling interview to ensure that you are provided with every opportunity to access your course of choice.

These are challenging times for our Year 10 students. They are advised to spend time and effort assessing their own abilities, interests and values; seeking accurate, up-to-date information; examining all of the alternatives and discussing them with others.

Narrogin Senior High School has an impressive history of our students achieving personal excellence. We pride ourselves on delivering comprehensive learning programs to meet the educational needs of our students. Each staff member is committed to supporting every student to achieve their potential and endeavour to make their dreams reality.

Parents can feel reassured that their child will be cared for and nurtured while completing their final years of secondary education at Narrogin Senior High School. I look forward to working with you and your child in ensuring their success in Senior School and their quest to achieve their career and future aspirations.

Janine Keall  
Principal



# COURSE COUNSELLING PROCESS

Careers program delivered through HASS to all Year 10 students	May - June 2020
Year 10 Parent Presentation	28 May 2020
Course Selection Sheets returned to Front Office	22 - 26 June 2020
Individual parent/student course selection interviews	08 - 19 June 2020

Interviews will be conducted by:

Karen Thomas – Senior School Deputy Principal

Prema Sexton – Year 11 Year Leader and VET Coordinator

Kristy Johnson – Year 12 Year Leader

Parents will be able to schedule interviews from 2 June 2020 by phoning the Admin Office on 9881 9300.

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

### **THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)**

A WASSA is issued to all Year 12 students who complete any study at Year 11 and 12 level. It formally records student achievement in each course, qualification and program that the student has completed in senior secondary schooling (including VET/endorsed programs at Year 10 level). This provides evidence of achievement.

### **THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**

The Western Australian Certificate of Education (WACE) is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirements. The majority of students in Western Australia achieve the WACE.

### **SCHOOL CURRICULUM AND STANDARDS AUTHORITY 2021 AND BEYOND**

The WACE is awarded by the School Curriculum and Standards Authority (the Authority) when students successfully meet the WACE requirements.



## WACE requirements 2021 and beyond

1

### General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
  - at least four Year 12 ATAR courses OR
  - at least five Year 12 General courses and/or ATAR courses or equivalent OR
  - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

### Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

### Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

### Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

### Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.



# CHOOSING A PATHWAY

At Narrogin Senior High School, we pride ourselves on offering flexible pathways and a demonstrated commitment to working with students one on one to create a course load that best suits their skills and post-school aspirations. The following pathways are available:

## ATAR Pathway

Students who wish to gain direct university entrance will study an ATAR pathway. This consists of 4 or more ATAR level courses with 1-2 General courses, certificates or Endorsed programs. A student's best 4 ATAR scores are used in determining the ATAR rank for entrance into university. More information is available at the TISC website: <http://www.tisc.edu.au>.

## General Pathway

Students are enrolled in a combination of general courses and/or endorsed programs. This is a suitable pathway for students who do not wish undertake a certificate qualification.

## Foundation Pathway

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Students studying this pathway will complete a combination of a Certificate II course, Foundation courses, General courses and/or endorsed programs.

## VET Pathway

Students who are work ready may choose this option. Students will complete general courses, an endorsed program, including workplace learning, and certificate qualifications. Other VET pathways include School Based Traineeships, Aboriginal School Based Traineeships.

It is really important that you consider your career goals before selecting your Senior School Pathway. Many careers have specific educational requirements. It is essential that you consider these before making pathway and course choices. Using the information that you have learnt in Career Education will support you in making selections that are best for you. Performance from Year 7 to 10 will determine success and the recommended pathway.

# PRELIMINARY COURSES

The Authority offers Preliminary courses for students who have been identified as having a learning difficulty and/or an intellectual disability. Preliminary courses do not contribute to achievement of the WACE. Students who meet the requirements of Unit Completion for Preliminary course units will have their progress documented in their WASSA. They provide a relevant option for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions
- have been identified as having a recognised disability under the Disability Discrimination Act 1992 and meet the above criteria.

# ENDORSED PROGRAMS

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Refer to pages 23-24 for further information.

# NARROGIN SENIOR HIGH SCHOOL

## COURSES AND CERTIFICATES 2021

50% external examination, 50% school assessment		School assessment only		School and RTO Assessment
ATAR Courses	List A / B	General / Foundation Courses	List A / B	Certificate Qualifications
Biology	B	Accounting and Finance	A	BSB20115 Certificate II Business
Chemistry	B	Building and Construction	B	BSB30115 Certificate III in Business
English	A	Career and Enterprise	A	SIS20313 Certificate II in Sport and Recreation
Geography	A	Children Family and the Community	B	SIT20316 Certificate II in Hospitality
Human Biology	B	Dance	A	CUA20715 Certificate II in Visual Arts (Graphic Design)
Mathematics Applications	B	Design (Photography)	A	CUA20113 Certificate II in Dance
Mathematics Methods	B	English	A	FSK20113 Certificate II Skills for Work and Vocational Pathways
Mathematics Specialist	B	English: Foundation	A	<p><i>Many other certificates are available through external Registered Training Organisations.</i></p> <p><i>Mrs Prema Sexton can provide further information.</i></p>
Modern History	A	Food Science and Technology	B	
Music	A	Geography	A	
Physical Education Studies	B	Health Studies	B	
Physics	B	Human Biology	B	
Psychology	B	Materials Design and Technology - Metals	B	
		Materials Design and Technology - Wood	B	
		Mathematics Essentials	B	
		Mathematics Foundation	B	
		Music	A	
		Physical Education Studies	B	
		Visual Art	A	

### Endorsed Programs

- Workplace Learning
- ASDAN eg Workright, Careers and Experiencing Work, Hair and Beauty, Life Skills, Living Independently.
- Plus Provider-Developed Endorsed Programs eg Leeuwin, Cadets.



# ENGLISH

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
ATAR	English	B Grade in Yr 10 English + OLNA	A	AEENG	→	ATENG
General	English - General	Completed Yr 10 English	A	GEENG	→	GTENG
Foundation	English - Foundations	Category 1 or 2 in OLNA Reading and Writing	A	FEENG	→	FTENG

## English ATAR (AEENG)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms. The course is designed for students who have a wide range of educational and employment aspirations primarily focused on continuing their studies at university.

## English General (GEENG)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

## English Foundation (FEENG)

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

# HEALTH & PHYSICAL EDUCATION

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
ATAR	Physical Education Studies	B Grade in Yr 10 PE + OLNAs	B	AEPES	→	ATPES
General	Health Studies	C Grade in Yr 10 Health	A	GEHEA	→	GTHEA
General	Physical Education Studies	C Grade in Yr 10 PE	B	GEPES	→	GTPES
VET	SIS20313 Certificate II in Sport and Recreation	No prerequisite required		CERT II S & R	→	CERT II S & R

## Physical Education Studies ATAR (AEPES)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

## Health Studies General (GEHEA)

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## Physical Education Studies General (GEPES)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

## SIS20313 Certificate II Sport and Recreation

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely applications for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and cafe service in locations such as fitness centres, out- door sporting grounds or complexes or aquatic centres. All job roles are performed under supervision. Students will be able to adapt to different situations and implement their knowledge in a practical setting.

Areas studied include:

- Skilled Movement and Sports Coaching
- Sociology of Sport and Sports Injuries
- Practical Activities (examples Touch Rugby, Volleyball, Basketball)



# HUMANITIES AND SOCIAL SCIENCES

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
ATAR	Geography	High C grade in Year Ten HASS + OLNA	A	AEGEO	→	ATGEO
ATAR	Modern History	High C grade in Year Ten HASS + OLNA	A	AEHIM	→	ATHIM
General	Career and Enterprise	Completed Year Ten HASS	A	GECAE	→	GTCAE
General	Accounting and Finance	Completed Year Ten HASS	A	GEACF	→	GTACF
VET	BSB20115 Certificate II in Business	No prerequisite required		CERT II BUS	→	CERT II BUS
VET	BSB30115 Certificate III in Business	No prerequisite required		CERT III BUS	→	CERT III BUS
FSK20113	Certificate II Skills for Work and Vocational Pathways	No prerequisite required		Cert II over two years.		

## Geography ATAR (AEGEO)

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of urban places. Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to geographical inquiries as it enables students to develop their understanding of the world through direct experience.

Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, cultural diffusion, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world.

## Modern History ATAR (AEHIM)

The Modern History ATAR course aims to develop students' knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world. Students undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings. The course develops understanding that leads to the development of informed citizens. The first Unit; Understanding the modern world – Capitalism: The American Experience 1907 – 1945 provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. Unit two examines significant movements developed in response to the ideas studied in Unit One, that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

History is an extremely valuable subject as it increases your communication, analytical and literacy skills, plus is a great preparation for University study, as it teaches students to conduct ethical and critical research. The course enables students to become critical thinkers and helps inform their actions and judgements in a rapidly changing world.

## **Career and Enterprise General (GECAE)**

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

## **General Accounting and Finance**

The Accounting and Finance General course aims to provide students with the knowledge, understanding and a range of skills that enables them to engage in sound financial decision making and developing financial skills. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

## **BSB20115 Certificate II in Business**

### **BSB30115 Certificate III in Business**

Students will apply knowledge of work health and safety legislation, work effectively with others, create electronic presentations, produce spread sheets, design, produce business documents as well as other administration services. The Certificate course will also help students produce desktop published documents, implement and monitor environmental sustainable work practices, deliver and monitor a service to customers, organise personal work priorities and development, use business technology and work effectively with others.

The Certificates II and III in Business program provides students with the opportunity to work in a simulated office environment and encounter the world of work. This course will help students enter career pathways, such as office administration, secretarial work, receptionist, tourism management, clerk, office assistant, business administrator, data entry operator and an executive assistant.

## **FSK20113 Certificate II Skills for Work and Vocational Pathways**

This qualification will provide students with the foundation skills to prepare for workplace entry or further vocational training pathways. A range of units have been chosen so the underpinning skills and knowledge are relevant to a workplace environment or training environment. It focuses on writing, numeracy, oral communication and digital literacy as well as developing strategies to respond to routine workplace procedures. Students prepare and produce simple word-processed documents, learn how to use modern office equipment, complete workplace forms and understand how to interact effectively with others at work.



# MATHEMATICS

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
ATAR	Mathematics Applications	High C or B Grade in Yr 10 Math + OLNA	B	AEMAS	→	ATMAS
ATAR	Mathematics Methods	Recommended by HOLA Mathematics	B	AEMAM	→	ATMAM
ATAR	Mathematics Specialist	Recommended by HOLA Mathematics	B	AEMAA	→	ATMAA
General	Mathematics Essential	Completion of Yr 10 Math	B	GEMAE	→	GTMAE
Foundation /VET	Mathematics Foundation	Category 1 or 2 OLNA in Numeracy	B	FEMAT	→	FTMAE

## Mathematics Applications ATAR (AEMAA)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

## Mathematics Methods ATAR (AEMAM)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

## Mathematics Specialist ATAR (AEMAS)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

### **Mathematics Essential (GEMAE)**

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### **Mathematics Foundation (FEMAT)**

The Mathematics Foundation is a general course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy. This course provides the opportunity for students to prepare for post-school options of employment and further training.



# SCIENCE

Pathway	Course	Recommended Minimum Entry Requirements	List	Year 11 course code	Year 12 course code
ATAR	Biology	B grade in Year 10 Science	B	AEBLY	ATBLY
ATAR	Chemistry	A grade in Year 10 Science	B	AECHE	ATCHE
ATAR	Human Biology	B grade in Year 10 Science	B	AEHBY	ATHBY
ATAR	Physics	A grade in Year 10 Science	B	AEPHY	ATPHY
ATAR	Psychology	B grade in Year 10 Science	B	AEPSY	ATPSY
General	Human Biology	No prerequisite	B	GEHBY	GTHBY

## Biology ATAR (AEBLY)

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and ecotourism.

## Chemistry ATAR (AECHE)

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

## Human Biology ATAR (AEHBY)

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

### Physics ATAR (AEPHY)

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

### Psychology ATAR (AEPsy)

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

### Human Biology General (GEHBY)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.



# TECHNOLOGIES

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
General	Children Family and the Community	No prerequisites	B	GECFC	→	GTCFC
General	Food, Science and Technology	No prerequisite required	B	GEFST	→	GTFST
General	Building and Construction	No prerequisite required	B	GEBCN	→	GTBCN
General	Materials Design Technology – Metals	No prerequisite required	B	GEMDTM	→	GTMDTM
General	Materials Design Technology – Wood	No prerequisite required	B	GEMDTW	→	GTMDTW
VET	SIT20316 Certificate II in Hospitality	No prerequisite required		CERT II HOSPITALTYI	→	CERT II HOSPITALTYI

## Children Family and the Community General (GECFC)

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

## Food Science and Technology General (GEFST)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

## Building and Construction General (GEBCN)

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

### Materials Design and Technology General – Metals (GEMDTM)

### Materials Design and Technology General – Wood (GEMDTW)

The Materials Design and Technology General course is a practical course. Students can choose to work with metal or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

### SIT20316 Certificate II in Hospitality

This qualification will be presented by an industry level, qualified lecturer in the 'state of the art' Trade Training Centre, Hilltop Café. This certificate course is delivered over two years with student completion at the end of Year 12.

This qualification will provide students with the practical skills and knowledge to enter the Hospitality Industry in various locations. Workplace Learning in the Hilltop Café is undertaken one day per week. This will help the students attain additional points towards their WACE and gain valuable experience in the workplace upon graduating from high school.

Students will look at the Hospitality Industry and have the opportunity to develop skills in:

- Self-management and Independent Learning
- Food preparation and Using Cookery Skills Effectively
- Serving Food and Beverages in various catering opportunities both in and outside of the school
- Interact with Customers and Work Effectively with Others

Commitment

- Up to one hour of homework per week
- Some catering for events may be required outside of school hours

Successful completion of this course provides students with the opportunity to enter the Hospitality Industry in a variety of roles such as a cook, kitchen hand, or gain an apprenticeship to become a chef, and receive up to one year off their studies. Students may also seek entry level positions in the Hospitality Industry as a barista, food and beverage attendant, traineeships in hotel management, guest service agent or flight attendant.



# THE ARTS

Pathway	Course	Recommended Entry Requirement	List	Year 11	To	Year 12
<b>ATAR</b>	Music	B Grade in Year 10 Music	A	AEMUS	➔	ATMUS
<b>General</b>	Music	No prerequisite required	A	GEMUS	➔	GTMUS
<b>General</b>	Dance	No prerequisite required	A	GEDAN	➔	GTDAN
<b>General</b>	Design (Photography)	No prerequisite required	A	GEDESP	➔	GTDESP
<b>General</b>	Visual Art	No prerequisite required	A	GEVAR	➔	GTVAR
<b>VET</b>	CUA20113 Certificate II in Dance	No prerequisite required		CERT II DANCE	➔	CERT II DANCE
<b>VET</b>	CUA20715 Certificate II Visual Arts (Graphic Design)	No prerequisite required		CERT II VISUAL ARTS	➔	CERT II VISUAL ARTS

## Music ATAR (AEMUS)

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills, understanding, creative, and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating aural and theory, composition and arrangement, cultural and historical analysis, and a performance component. The performance component makes up 40% of the overall course.

Students can choose to perform on an instrument or voice, or submit a composition portfolio. Students enrolling in this course should be performing at an AMEB Grade 3 level and be taking regular instrumental or vocal lessons.

Students enrolled in this course are able to receive one-unit credit toward their WACE for their commitment to school ensembles through the Music Ensemble Performance endorsed programme.

## Music General (GEMUS)

The Music General course encourages students to explore a range of musical experiences, developing their musical skills, understanding, and creative and expressive potential through contemporary music (e.g. rock, pop, folk, blues, jazz).

The course consists of a written component incorporating aural and theory, composing and arranging, investigation and analysis, in addition to a performance component. The performance component makes up 40% of the overall course. It is strongly recommended that students enrolling in this unit are proficient at one musical instrument (which could be voice) and have some background musical knowledge. All students are expected to sing within the program.

The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and an understanding and respect for music and music practices across different times, places, cultures and contexts.

Students enrolled in this course are able to receive one-unit credit toward their WACE for their commitment to school ensembles through the Music Ensemble Performance endorsed programme.

### **Dance General (GEDAN)**

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

### **Design (Photography) General (GEDESP)**

In this course, students develop a competitive edge for current and future industry employment markets. In Design Photography students develop a deeper understanding of how ideas, messages and information are effectively communicated visually. Design Photography allows students to develop industry level skills in Photography and Adobe software, equipping them with skills to assist with any career path. The focus of the Units explores Magazine Cover Design and the creation of a Photo Series using a variety of Photography and Photoshop techniques. Throughout the year, students are involved in a range of exhibitions and community events allowing them to exhibit their work to the wider community.

### **Visual Arts General (GEVAR)**

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

### **CUA20113 Certificate II in Dance**

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry. There are 10 units that will be completed over the 2 years. Students will learn to work effectively with others, develop basic dance techniques, incorporate artistic expression into basic dance performances, develop and apply creative arts industry knowledge, prepare for performances, follow safe dance practice, develop a basic level of physical condition for dance performance. Students will develop dance skills in the genres of Jazz and Contemporary.

### **CUA20715 Certificate II in Visual Arts (Graphic Design)**

In the Visual Arts Certificate, students have the opportunity to build industry level skills in Photography, Illustration, Design and Animation whilst achieving a qualification through South Regional TAFE. The Certificate allows students to innovate and problem solve through ICT, developing 21st century skills to assist them in any future career path. Students will complete a range of projects and have various opportunities to participate in exhibitions, competitions and events in the community to exhibit their work.



# VOCATIONAL EDUCATION AND TRAINING

## 1. VET Pathways

Students have the option to complete Vocational Education & Training (VET) certificate as part of their WACE program requires partnerships between various Registered Training Organisations and the School to present the courses that are established by industry and recognised Australia-wide. The School presents a wide and varied range of Certificate I-IV level courses within different school programs. Many are completed at School, some at the South Regional TAFE - Narrogin Campus and some are employment-based within School Based and Aboriginal School Based Traineeships. Several VET programs have or require the student to also complete a substantial work placement to allow them to accumulate and demonstrate the required skills and knowledge for the achievement of the qualification. Both the qualification and the work placement time can contribute towards a student's WACE achievement.

Students are expected to have maturity and be able to demonstrate that they are work ready and show a genuine interest in the chosen industry area. They will need commitment and enthusiasm to succeed and be prepared to undertake studies relevant to the program. Students may be required as part of the course to participate in a variety of work placements. To prepare for this they will need to create a well presented resume and achieve both the general and specific Worksafe Smart move certificates.

In order to enrol and receive results in a VET course, students must supply a USI (Unique Student Identifier). They can apply online for this by visiting [www.usi.gov.au](http://www.usi.gov.au) and use an ID document such as a Medicare card, an Australian birth certificate or passport to complete. Failure to supply a USI will result in non-achievement of qualifications and possibly failure to achieve a WACE.

Any recognised VET qualification by any external recognised Registered Training Organisation (RTO) could be used to form part of a student's overall Senior School program, if, and only if, arrangements can be put in place to ensure all required theory and practical components can be covered. External VET courses currently or previously completed include Childcare, Education Assistant, Early Childhood Education and Care, Financial Services, Preparation for Health and Nursing, Horsemanship.

*Note: Any student wanting to complete a VET program run "outside" the school timetable MUST make these arrangements through Mrs Sexton – VET Coordinator.*

*The School MAY be able to secure funding to cover enrolment costs for some courses.*

*Parents/students always have the option to pay the "fee for service" costs for a course that may not be directly delivered by school (ie online certificate courses) (NB. these costs can be upwards of \$2,000)*

Any VET offerings at this stage are proposed and will be confirmed once an RTO can be sourced through the marketing and advertising requirements of the standards for RTO's 2015 and panel of contracted RTO providers.

### 1.1 VET delivered at School

As outlined throughout this handbook, each learning area offers some options for students to access VET qualifications. Please refer to each section for a detailed description of the course units and skills covered. We offer these courses in partnership with selected Registered Training Organisations.

- Certificate II in Business BSB20115
- Certificate II in Skills for Work and Vocational Pathways FSK20113
- Certificate II in Visual Arts (Photography emphasis) CUA20715
- Certificate II in Sport and Recreation SIS20115
- Certificate II in Hospitality (Industry Specific) SIT20316

## 1.2 VET delivered at South Regional TAFE – Narrogin

The School has a continuing partnership with the local TAFE. We continue to expect our TAFE programs to run in 2020 as they have previously, with only some minor changes and more details will be released as they become known. Students may apply for course entry at SR TAFE Narrogin Campus. The enrolment process is online and requires students to complete an application with supporting school report records and results.

Course entry is competitive and requires a minimum of C grades in Maths/English and achievement of OLNA. The courses and places available are at the discretion of SR TAFE. Courses previously offered include;

- Certificate IV in Preparation for Health and Nursing 52831WA

*This course is delivered at Narrogin Campus one day per week for a year long duration. Students complete the course in Yr 11 and attend every Wednesday. The course structure is demanding and requires the ability to maintain school courses as well as the TAFE workload.*

- Certificate III in Early Childhood Education and Care CHC30113
- \*Certificate III in Education Support CHC30213
- \*Certificate II in Financial Services FNS20115

*These courses are completed externally at school with visits and support at our school site by a TAFE lecturer. Students need to be able to work independently.*

*\*Significant WPL requirements (above 220hrs)*

## 1.3 School Based Traineeships

School Based Traineeships (SBT's) and School Based Apprenticeships (SBA's) may be offered to some students either through community work connections or while students are participating in formal Work Placement. This depends on whether the employer is willing to offer the apprenticeship or traineeship and if the employer is working in an area eligible for these programs. Contact the VET Coordinator (Prema Sexton) or Workplace Learning Coordinator (Sue Castle) for further details.

## 2. Workplace Learning

Workplace Learning is an Authority (SCSA) developed Endorsed Program that is managed by individual schools and open to students in Years 11 to 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills as outlined in the Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing a prescribed journal after each 55 hours completed in the workplace. Unit equivalence to the WACE is allocated on the basis of

1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.

That is:

Less than 55 hours = 0 unit equivalents

55 - 109 hours = 1-unit equivalent

110 - 164 hours = 2 unit equivalents

165 - 219 hours = 3 unit equivalents

220 + hours = 4 unit equivalents

The total number of hours completed in the workplace is reported on the student's WASSA.







School Curriculum  
and Standards  
Authority

# ENDORSED PROGRAMS

The Western Australian Certificate of Education



## Other Learning for Senior Secondary Students

An endorsed program is a significant learning program that has been developed by a school, community organisation or private provider, and endorsed by the School Curriculum and Standards Authority (Authority) for students in Years 10, 11 and 12.

These programs offer a range of activities not covered by traditional school courses or vocational education and training.

They include extra-curricular learning and workplace learning.

## WACE Recognition

Achievement of endorsed programs can contribute to the Western Australian Certificate of Education (WACE) requirements and will be reported on the student's Western Australian Statement of Student Achievement (WASSA).

## Flexible Delivery

Endorsed programs can be delivered in or out of school by schools or private providers such as community organisations, training institutions, universities or workplaces.

## Evidence of Learning

Some programs provide a statement of attainment, qualification, academic transcript, certificate or award as evidence of learning.

Other programs require the student to create a portfolio of evidence to demonstrate what the student has learnt.

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## Examples of Endorsed Programs

- Workplace Learning
- Community Service
- Cadets WA (e.g. Air Force, Army, Navy, Police Rangers, Emergency Services and Bush Rangers)
- Surf Life Saving WA certificates and awards
- Music and Speech and Drama examinations (e.g. Australian Music Examinations Board, Trinity College London)
- Information Technology programs (e.g. Cisco, Certiport)
- Service clubs (e.g. Leos, Interact)
- Diver certificates (e.g. PADI, Scuba Schools International)
- Awards WA Inc.
- Off-campus enrichment programs (e.g. international maths or science competitions, intercultural exchange programs, Premier's ANZAC tour)
- University enabling programs

To view the complete list of endorsed programs, go to <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

## Selecting Programs

Schools may offer students endorsed programs selected from the list on the Authority website.

Detailed information about each endorsed program is also provided on the website.

Schools can also advise the Authority of student achievement in endorsed programs undertaken outside of school. It may be possible for this achievement to contribute to the student's WACE and be reported on their WASSA.

While most programs can be undertaken by any Year 10, 11 or 12 student, some have been endorsed for a specific group of students, school or education network.

Students participating in endorsed programs outside of school should discuss this with their school.

## Application for Endorsement

Schools and private providers can apply to the Authority for endorsement of programs they have developed.

To be eligible for endorsement, a program must:

- involve a series of lessons, classes and/or activities with a common goal or set of learning outcomes
- provide opportunities for students to present evidence of achievement
- not duplicate existing WACE courses.

The application forms can be accessed from the Authority website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

## FOR MORE INFORMATION

If you have a query or need assistance in completing an application for endorsement, phone (08) 9273 6751 or email [endorsed@scsa.wa.edu.au](mailto:endorsed@scsa.wa.edu.au)



## NARROGIN SENIOR HIGH SCHOOL - ANTICIPATED SUBJECT COSTS

ATAR Courses	Estimated Charge	General / Foundation Courses	Estimated Charge	Certificate Qualifications	Estimated Charge
Biology	\$ 62	Accounting and Finance	\$ 50	BSB20115 Certificate II Business	\$ 90
Chemistry	\$ 62	Building and Construction	\$165	BSB30115 Certificate III in Business	\$ 90
English	\$ 30	Career and Enterprise	\$ 60	SIS20313 Certificate II in Sport and Recreation	\$ 70
Geography	\$ 65	Children Family and the Community	\$ 50	SIT20316 Certificate II in Hospitality	\$250
Human Biology	\$ 62	Dance	\$ 90	CUA20715 Certificate II in Visual Arts (Graphic Design)	\$ 60
Mathematics Applications	\$ 30	Design (Photography)	\$ 55	CUA20113 Certificate II in Dance	\$ 90
Mathematics Methods	\$ 30	English	\$ 30	<b>Endorsed Programs</b>	
Mathematics Specialist	\$ 30	English: Foundation	\$ 30	Workplace Learning	\$ 70
Modern History	\$ 62	Food Science and Technology	\$120	<p><b>Charges:</b></p> <p><b>Year 11 and 12 charges are considered compulsory under the Education Act Regulations.</b></p> <p><i>Whilst there is no maximum charge, the school will endeavour to keep costs to a minimum.</i></p> <p><b>We may place students into a lower cost option if the charges are not paid.</b></p> <p><i>The school can also request a 50% deposit for year 11 and 12 students to confirm their place in their course of preference for the following year if a high cost option has been chosen.</i></p>	
Music	\$100	Geography	\$ 65		
Physical Education Studies	\$ 50	Health Studies	\$ 35		
Physics	\$ 62	Human Biology	\$ 67		
Psychology	\$ 62	Materials Design and Technology - Metals	\$250		
		Materials Design and Technology - Wood	\$180		
		Mathematics Essentials	\$ 20		
		Mathematics Foundation	\$ 20		
		Music	\$100		
		Physical Education Studies	\$ 50		
		Visual Art	\$160		

These anticipated costs are based on the 2020 course costs and may change by December 2020 when charges and contributions are distributed.

# NOTES